The Why and How of EIL

Dr. Bradley Horn
English Language Officer
U.S. Embassy Ankara

An Unhelpful Dichotomy

- Forcing learners to choose between two varieties ignores the reasons why people are learning English today.

- Focusing on just one variety ignores the skills that learners need in order to use English in lingua franca contexts.

- Adopting NS varieties as models assumes that nativelike competence should be the ultimate goal of language learning and teaching.

The Why of ELI: Part I

Why do Turkish students learn English today?
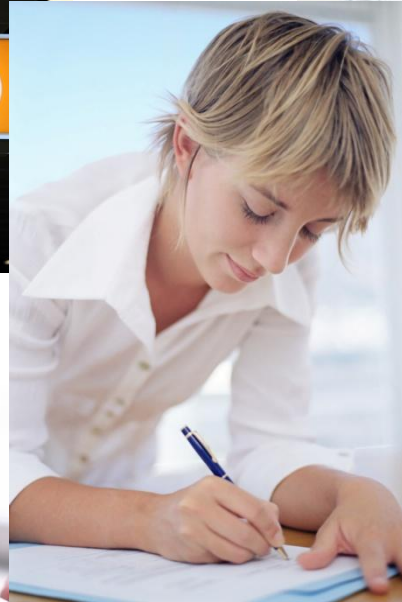
The Why of ELI: Part I

An Unhelpful Dichotomy

- "Integrative motivation" less relevant to English in lingua franca contexts.

- Kachru/Berns framework (cited in Berns, 2009) identifies four functions served by use of English:
  - Instrumental
  - Interpersonal
  - Innovative
  - Institutional
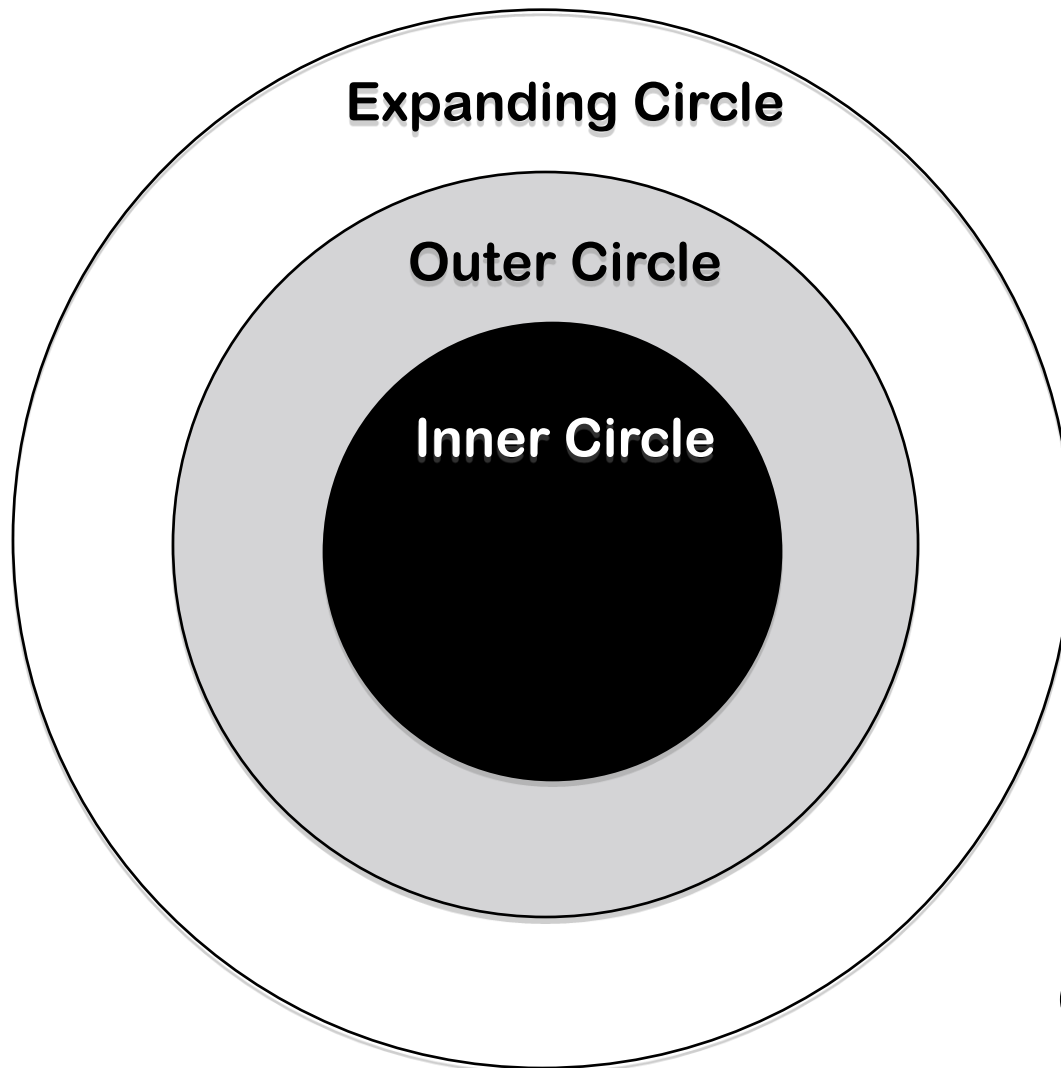
The Why of ELI: Part I

The Why of ELI: Part II

Is exposure to one variety sufficient?

EIL and The Numbers Game

Expanding Circle

Outer Circle

Inner Circle

(Kachru, 1985)

EIL and The Numbers Game

Inner Circle
≈ **400 million**

Outer Circle
≈ **400 million**

Expanding Circle
≈ **1.2 billion**

(Crystal, 2008; Graddol, 2006)

An Unhelpful Dichotomy

Learners must develop the ability:

- to comprehend a range of Englishes and

- to mediate breakdowns in communication when they occur.

The Why of ELI: Part III

Is "nativelike" competence a useful target for language learners or teachers?

An Unhelpful Dichotomy

Unhelpful for language learners:

- What is "nativelike" competence?
- How many learners ever reach this level?
- Are we setting learners up for ultimate failure?
- Does "nativelike" competence guarantee successful communication?

An Unhelpful Dichotomy

Unhelpful for language teachers:

- Approx. 80% of ELT professionals are bilingual users of English (Canagarajah, 1999)

- Does being a monolingual NS guarantee pedagogical expertise?

- What impact does privileging monolingual NS competence have on bilingual teachers?

The How of EIL: Part I

If we don't use a NS variety of English as a standard, how do we define our target?

Defining Appropriate Targets for EIL

- The pedagogical norms we adopt for EIL should be those that best insure cross-cultural intelligibility.

- Intelligibility is "dynamically negotiable between speaker and listener, rather than statically inherent in a speaker's linguistic forms" (Jenkins, 2000, p. 79).

Defining Appropriate Targets for EIL

Which of the following are most likely to cause breakdowns in lingua franca uses of English?

- Grammatical variation

- Lexical variation

- Phonological variation

- Pragmatic variation

Defining Appropriate Targets for EIL

Some examples of grammatical variation:

- Pluralization of certain nouns

e-mails

equipments

informations

Defining Appropriate Targets for EIL

Some examples of grammatical variation:

- Word order

I will be definitely joining.

Other methods also should be tried.

Defining Appropriate Targets for EIL

Some examples of grammatical variation:

- Verb patterns

I'll have him to give you a call when he returns.

We suggest that immediate attention may be give to this.

Defining Appropriate Targets for EIL

Some examples of grammatical variation:

- Tense and aspect

Funds have been received last year.

I have sent them two reminders last month.

We are manufacturing very reliable products.

Defining Appropriate Targets for EIL

Some examples of grammatical variation:

- Prepositions

We need to discuss about this some more.

Please try to call to him again later.

Some examples of lexical variation:

You can take a dolmuş or a taxi.

Kindly enhance our credit limit.

Do you like my new pants?

Defining Appropriate Targets for EIL

Some examples of phonological variation:

Sample 1 🔊

Sample 3 🔊

Sample 2 🔊

Sample 4 🔊

http://accent.gmu.edu/

Defining Appropriate Targets for EIL

Some examples of phonological variation:

Czech

Indonesian

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Mandarin

Turkish

http://accent.gmu.edu/

Defining Appropriate Targets for EIL

An example of pragmatic variation:

Dr. A: "… Please let me know about your arrival time and I'll meet you and help your reservation in our university's guesthouse since it will be more convenient and comfortable for you to stay."

Brad: "… Thank you for offering to let me stay in the University's guesthouse. I may have some appointments off-campus. Is it difficult to get from the city to the campus?"

Dr. A: "Of course you can stay in some good hotels in the city center. But it may be difficult or expensive for you to get to the university. It is 15 km from the university to the city center. But we can solve it. After coming here I can take you from your hotel to the university. …"

Defining Appropriate Targets for EIL

- Raise student awareness of how variation may impact interlocutors' comprehension.

- Help students develop strategies to handle breakdowns in communication.

- Provide students exposure to different varieties of English in written and aural form.

- Focus pronunciation training on areas that could impede comprehension: nuclear stress, segmentals, and articulatory setting.

Integrating CBI and EIL

A content-based approach can support instructed EIL:

- By providing students exposure to multiple varieties of English;

- By supporting use of English for different purposes; and

- By redefining how successful language acquisition is measured.

Aspects of Successful CBI

- Extended input, meaningful output, and feedback on language and content
- Task-based activities and project work, collaborative learning
- Information gathering, processing, and reporting
- Integrated skills
- Strategy training
- Contextualized language instruction
- Visual support
- Culminating synthesis activities

(Stoller, 2002)

What Counts as "Content"?

- Met (1991) proposes that "... 'content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture" (p. 150).

- Genesee (1994) suggests that content '...need not be academic; it can include any topic, theme, or non-language issue of interest or importance to the learners' (p. 3).

How much C in CBI?

Content-Driven ←————————————————→ **Language-Driven**

Content-Driven	Language-Driven
▪ Content taught in L2.	▪ Content used to learn L2.
▪ Content learning is priority.	▪ Language learning is priority.
▪ Language learning is secondary.	▪ Content learning is incidental.
▪ Content objectives determine syllabus.	▪ Language objectives determine syllabus.
▪ Teachers select language objectives.	▪ Students evaluated on language proficiency.
▪ Students evaluated on content mastery.	

(Met, 1999)

Integrating CBI and EIL

CBI tasks that support EIL instruction:

- Data collection from multiple sources (personal observation, international sources)

- Considering different ideas and opinions

- Demonstrating what they've learned in novel ways

Integrating CBI and EIL

Themes that could be used to support EIL instruction:

- Geography and world cultures
- Science and technology
- Global issues
  - Environment
  - International youth movements
- International education
- Global varieties of English

Examples of CBI + EIL

World English (Heinle ELT, 2009)

- New ELT series which incorporates content on world geography and cultures.

- Content includes video and photography from *National Geographic*.

CITIES

1. What word best describes each picture?
   a. skyscraper
   b. neighborhood
   c. market
   d. downtown

2. What is your city famous for?

UNIT GOALS

Describe your city or town
Explain what makes a good neighborhood
Discuss an action plan
Make predictions about cities in the future

▲ Jardin Nomade in Paris

B GOAL 2 EXPLAIN WHAT MAKES A GOOD NEIGHBORHOOD

Listening

A. Discuss these questions with a partner.

1. How often do you go to a park?
2. What do you do there?
3. What do you think about the parks in your city or town?

B. Listen to a radio program about a park in Paris called the Jardin Nomade. Circle the correct letter.

Track 1-12

1. The Jardin Nomade is in ___ area.
   a. a rural   b. an urban   c. a suburban
2. The Jardin Nomade is amazing because it's so ___.
   a. big   b. small   c. old
3. In the Jardin Nomade, people ___.
   a. grow food   b. go swimming   c. enjoy art

C. Listen again. Answer each question.

Track 1-12

1. What year did the park start? _____
2. How many gardens do people have in the park? _____
3. What do the neighbors eat there every month? _____
4. How many people come to the dinners? _____
5. How many parks like this are there in Paris now? _____

Pronunciation: Emphatic stress

Engage!

What are some new things in your city?

Track 1-13

A. Listen and repeat the exchanges. Notice how the underlined words sound stronger.

1. A: Is your city expensive?
   B: Yes, it's really expensive!

2. A: Do you like living in an apartment?
   B: No, I like living in a house much more.

3. A: Is your neighborhood new or old?
   B: The houses are very old.

4. A: Can you walk to school?
   B: No, I can't. It's too far.

B. Read the exchanges in exercise **A** with a partner. Stress the underlined words.

C. Take turns asking and answering three questions about your neighborhood. Stress the important words.

Are there any parks in your neighborhood?

Yes, there are two.

slum

garbage dump

running water

hut

resident

Reading

A. Guess the answers. Then read the article to check your guesses.

1. The first cities started ___ years ago.
   a. 1000   b. 5000   c. 10,000
2. Every week, ___ people in the world move from rural areas to cities.
   a. 400,000   b. 800,000   c. 1 million
3. The world's largest city is ___.
   a. Tokyo   b. Mexico City   c. New York

B. Find the information in the article. All of the answers are numbers.

1. The percentage of people living in cities in 2030 _____

2. The number of megacities in 1995 _____

3. The number of megacities in 2015 _____

4. The population of São Paulo _____

5. The number of people traveling by car in São Paulo _____

6. When Ilson da Silva came to São Paulo _____

7. The number of rooms his house had then _____

8. The number of rooms his house has now _____

São Paulo, Brazil

Megacities!

São Paulo, Brazil
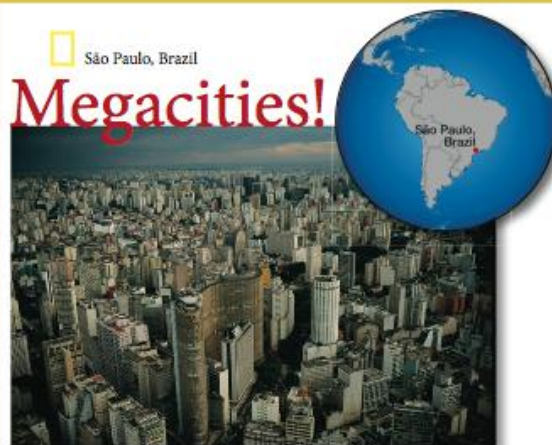
Some people love cities, and other people hate them. But more people than ever are choosing to live in one. The first cities started about 5000 years ago. Since then, cities have always been the centers of everything important. The government, businesses, and the university were always in the city. Around the world more than 1 million people every week move from rural areas to cities. In the year 2030, 60 percent of the world's people will live in cities.

These cities will be bigger than ever. A megacity is a city with a population of over 10 million people. In 1995, the world had 14 megacities. In 2015, there will be 21 megacities. And the ranking will continue to change. Today, the world's five largest cities are 1. Tokyo, 2. Mexico City, 3. São Paulo, 4. New York, and 5. Mumbai (Bombay). In 2015, they will probably be 1. Tokyo, 2. Dhaka, 3. Mumbai, 4. São Paulo, and 5. Delhi.

Megacities around the world face the same problems: traffic and housing. São Paulo, Brazil, is a good example. "There are 30 million daily trips in São Paulo," says Jorge Wilheim, a city official. "One-third is public transport, one-third is private cars, and one-third is walking. Sixty to seventy percent should be on public transportation." The city is building a new freeway and adding to the subway system, but it's slow work. Every day, millions of people are sitting in traffic jams.

Housing is also a serious problem for the 18 million people in São Paulo. Most of the jobs are downtown, and houses and

apartments are very expensive there. So workers live in cheaper places far away from their jobs and commute for many hours. And many new **residents** can't find any housing for their families, so they live in **slums**. These are places where people find empty land and build small **huts**.

Ilson da Silva is one man who has done this. When he came to the city six years ago, he didn't have a job. He built a one-room hut next to a **garbage dump**. Now he works as a janitor, and his house has three rooms and a flower garden. The government has brought in **running water** and electricity, and the slum is becoming a real neighborhood. For Ilson, and for millions of other people, megacities mean hope for a better future.

BURGEONING BIG CITIES

Population in Millions
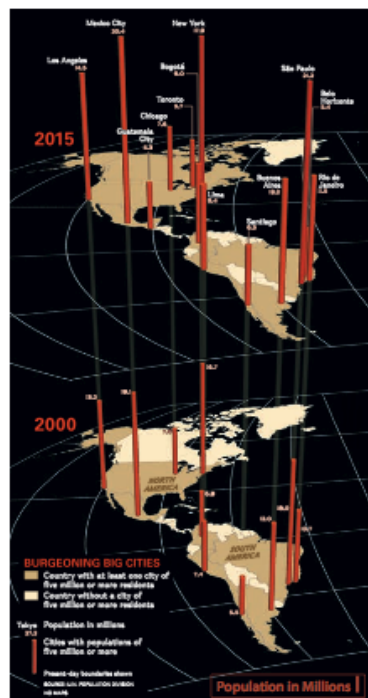
C. Discuss these questions with your partner.

1. Why do people move from rural areas to cities?
2. What is better about city life? What is better about rural life?

Communication

How will your city be different in 2030? Work with a partner and complete the chart with your ideas.

	Now	**2030**
population		
housing		
transportation		
the environment		
other things		

Writing

What will your city be like in 2030? Write a paragraph using your ideas from the chart.

✓ **Goal 4** **Make predictions about cities in the future**

Read your paragraph to the class.

Examples of CBI + EIL

World English (Heinle ELT, 2009)

- New ELT series which incorporates content on world geography and cultures.

- Content includes video and photography from *National Geographic*.

- Visuals and audio feature both monolingual and bilingual users of English (proportion unclear).

- Each unit includes a culminating activity.

- Represents language-driven side of Mets' CBI continuum.

Examples of CBI + EIL

Fuel Our Future Now (Discovery Education, 2009)

- Online science education materials for grades K-12

- Development sponsored by the U.S. Department of Energy.

- Includes freely downloadable lesson plans, student worksheets, and graphic organizers.

- Each unit includes an interactive online demonstration of scientific concept and hands-on activity.

- Represents content-driven side of Mets' CBI continuum.

Fuel OUR FUTURE NOW

PROGRESSIVE AUTOMOTIVE X PRIZE

Discovery EDUCATION

Igniting Imaginations to Empower the Next Generation

SHARE

| Home | Elementary | Middle School | High School | Teachers | Parents | Contest |

| K-2 | 3-5 | 6-8 | 9-12 | Additional Resources |

Back to Teacher Toolbo

Resources for Grades K-2:

Vroom! Vroom! What Makes Cars Go?

Module Description
Students explore gravity, friction, and energy using objects and model cars. They investigate and define the concepts of motion, force, and energy, using simple hands-on activities with vehicles as well as online interactives and videos. At the end of the module, students apply the knowledge they have acquired about force, motion, energy and friction to design a functioning model car. Then, students share the cars with their classmates in a model car show.

Module Project
Students develop a model and/or diagram of a car and explain what causes the car to move, ways to keep it moving, and what makes it speed up or slow down.

Objectives

- Explain what causes a vehicle to move and keep moving.
- Name things that can cause a vehicle to speed up or slow down.
- Design a model car.

Fuel OUR FUTURE NOW

Igniting Imaginations to Empower the Next Generation

PROGRESSIVE AUTOMOTIVE X PRIZE   Discovery EDUCATION

SHARE

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| K-2 | 3-5 | 6-8 | 9-12 | Additional Resources |

◄ **Previous Lesson** | **K-2 Resources** | **Next Lesson** ►

LESSON 1: How Things Move: Roll, Slide, and Bounce
Time: 40 minutes

FULL LESSON PLAN   (PDF) 252KB

Lesson Overview
Before students can determine what makes a car move, they must have a good understanding of movement. In Lesson 1, students will define motion as 'a movement or change in position.' They will also explore the concept of motion by discovering that differently shaped objects move in different ways.

Lesson Objectives
By the end of this lesson, students should be able to:
- Tell what motion is.
- Name objects that can roll, slide, and bounce.
- Explain why cars need wheels.

Lesson Essential Questions
1. What is motion?
2. What does an object's shape tell you about the ways it can move?

Downloads

Standards Addressed in K-2 (PDF)
How Can Different Things Move? (PDF)
Roll, Slide, and Bounce Chart (PDF)

Links

Progressive Automotive X PRIZE
Why Progressive?

About Force

About Force

Attach engines to the left, right, or both sides of the wagon. Click a check box to select a side. Click an engine to attach it on the selected side. Click Go to see the motion of the wagon.
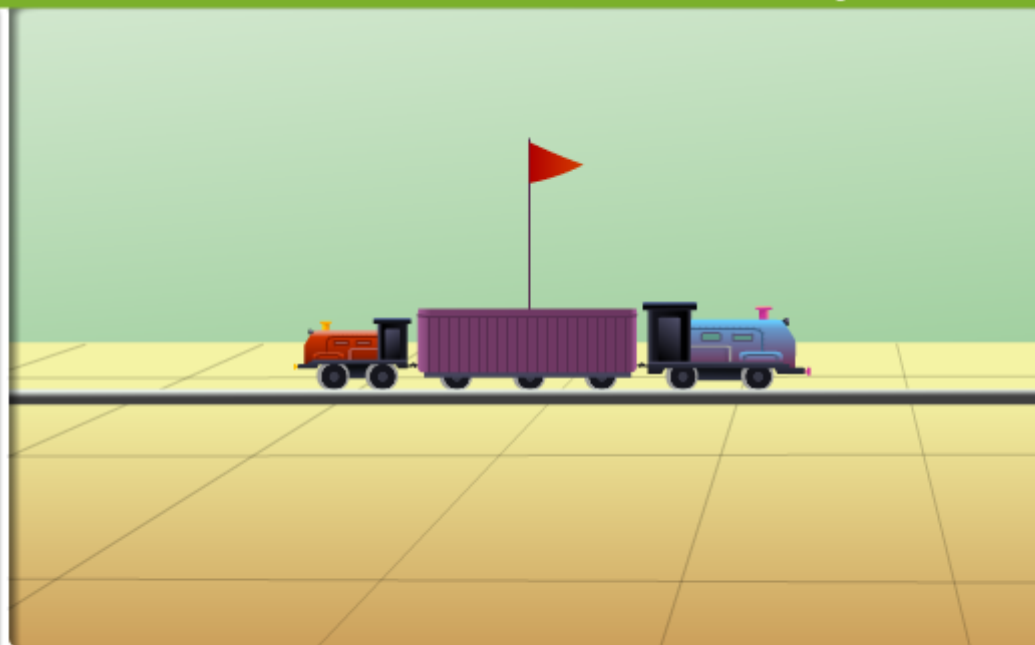
☑ Attach to the left

☑ Attach to the right

Go

Examples of CBI + EIL

www.facingthefuture.org

- Multi-disciplinary curricula for grades K-12+ addressing the theme of global sustainability

- Includes freely downloadable lesson plans, student reading texts and worksheets, graphic organizers, and activity guidelines

- Each curriculum unit includes a variety of expansion activities (e.g., Internet-based, video, drama)

- Represents content-driven side of Mets' CBI continuum

Engaging Students in Conservation:
Protecting the Endangered Snow Leopard

An Interdisciplinary Curriculum Recommended for Grades 5–8

1–2 Week Curriculum Unit

Examples of CBI + EIL

Engaging Students in Conservation: Protecting the Endangered Snow Leopard (Facing the Future, 2009)

- 5 chapter curriculum unit for grades 5-8

- Developed in cooperation with the Snow Leopard Trust.

- "Students consider ways in which humans and wildlife interact, including ways in which poverty can lead to human-wildlife conflicts."

- Students complete a number of collaborative activities (e.g., a town hall meeting, a drama skit) to consider different perspectives and solutions.

4

What's the Plan?

This lesson begins with a simulation activity in which students learn what daily life is like for a livestock herder in the mountains of Mongolia. Students then work in small groups to develop solutions that would support both snow leopards and humans. Solutions are presented through skits or in other engaging presentation styles. A final kinesthetic activity requires students to make connections among complex issues such as poverty, conservation, and sustainability.
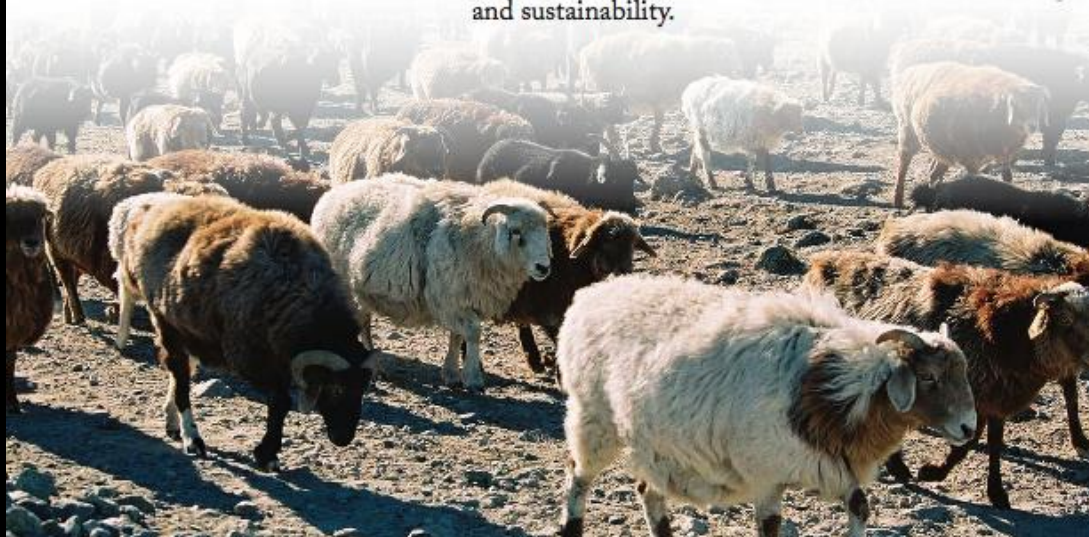
Increase the Income of Herders (Goal 1)

The Reality of the Herder

Imagine living in extremely harsh weather conditions where you may only be able to eat one meal per day. You depend on your livestock—sheep, camels, horses, yaks, or goats—to provide for your daily needs, such as food and clothing. If you made less than $1 per day, as many herders do, how would you survive? How would you keep your livestock alive?

The herders that share the same mountains throughout Asia with snow leopards live day to day without a stable income. They move with their livestock many times a year in search of land for grazing, fresh water, and seasonal foods such as berries. Many herders do not keep their livestock in pens because they move so often.

Interactions with Snow Leopards

Livestock animals provide herders with milk, meat, and wool. Herders' lives can be devastated by the loss of a single livestock animal. At times, this loss is a result of disease or bad weather. Other times, when snow leopards do not have enough to eat, they may kill and eat livestock. This makes some herders so angry that they kill the snow leopards out of vengeance or for fear that the snow leopard might attack their animals again. As one herder said after her horse was killed by a snow leopard, "My husband still is quite angry about the snow leopard killing our horse, and sometimes talks about going out with his gun."[1]

Herders who live in snow leopard habitats survive on less than a few hundred dollars per year.[2] When snow leopards kill just one livestock animal, a herder can lose 3% to 20% of his or her income for the year.[3] While snow leopards are clearly an endangered species, the basic needs of herders are in danger, too.

Daily Living

Cold, dry weather conditions force herding families to move constantly throughout the land in search of an environment appropriate for their families and their livestock. Many herders sell wool to traveling traders they meet as they journey, but they never know if or when the next trader will cross their path. They do not own cars or motorcycles that can take them to markets to sell their products, so they have to accept whatever price is offered to them by the traveling traders.[4]

A small number of herders are able to get a more reliable source of income by selling their wool or products made from wool to organizations that can sell them to people in distant places. They can make more money by selling high-quality finished products, like rugs and sweaters, made from their wool to these organizations. Selling to these organizations provides herders with different options for earning money.

What do you think is a sustainable solution to increase the income of herders?

Creating Solutions

Goal: _____

1. What is the problem that you read about?

   _____

2. What are possible solutions?

   Don't forget that any solution must:

   - support community equity (meaning that the plan does not benefit some people at the expense of others)
   - contribute to increased numbers of snow leopards
   - consider herders' quality of life (i.e., maintain or improve herders' current standard of living)

   _____

3. What solution does your group recommend that supports both herders and snow leopards?

   _____

4. Which of the following groups of people should be involved in your solution? Why?

   - Nomadic Herders
   - Craftspeople (make crafts from wool)
   - Mongolian Government Representatives – Ministry of Nature and Environment
   - Mongolian Department of Tourism
   - Mongolian Snow Leopard Conservation Foundation
   - National Park Staff
   - U.S. Middle School Students (traveled to Mongolia to learn about snow leopards)
   - Wildlife Hunters

   _____

5. Create a skit using the *Skit Graphic Organizer* to represent the problem you read about and the solution you created. Follow these guidelines:

   - focus on the problem you read about
   - offer a realistic and sustainable solution
   - use visual aids, such as props or costumes
   - limit skit to 4 minutes

Skit Graphic Organizer

Title:
Characters involved (i.e., herders, snow leopards, conservation organizations):
Plot (include sequence of events from the problem to the solution):
Important types of dialogue to include (i.e., between herder and family, between herder and snow leopard organization, between snow leopard organization and government):
Props needed:
Costumes:

Skit Assessment Rubric

Assessment Component	3 Exceeds Expectation	2 Meets Expectation	1 Needs Improvement
Organization	Group presents skit in a logical, interesting way that is easy for the audience to understand.	Group presents skit in a somewhat logical, interesting way.	Group does not present information in a logical, interesting way.
Solutions	The solution includes everyone's perspective and voice. The solution is detailed, realistic, and well thought-out. It includes 3 or more different groups of people.	The solution includes most of the group's voice. The solution is somewhat detailed, realistic, and thought-out. The solution includes at least 2 different groups of people.	There is no real solution presented to solve the problem.
Collaboration	Group works well together, and all members contribute equally to the skit.	Some members of the group contribute more than others.	The group is not able to work together in an effective way.
Creativity	Group uses props and costumes. Group includes thoughtful dialogue.	Group uses some props and costumes. Group includes some dialogue.	Group does not use any props, costumes, or dialogue to contribute to the skit.
Total Points/12			

Examples of CBI + EIL

Fueling the Future (Facing the Future, 2006)

- Curriculum unit on energy consumption for grades 7-12
- Students compare energy use and CO2 emissions by sector in the United States and China (a link is provided to find data on other countries).
- Students research and discuss energy impacts and sustainable energy solutions.
- As a culminating activity, students write a resolution addressing energy use, and present their resolutions at a "World Energy Summit".

Examples of CBI + EIL

Fueling the Future (Facing the Future, 2006)

- As an expansion activity, students are encouraged to watch the film "Rising Waters: Global Warming and the Fate of the Pacific Islands".

http://www.itvs.org/risingwaters/

Examples of CBI + EIL

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CBI FAQ

- Where do I find resources for CBI?

- How can I be an expert in every subject?

- Isn't CBI just for students with advanced language proficiency?

CBI FAQ

- Where do I find resources for CBI?

  - http://www.carla.umn.edu/cobaltt

  - http://www.facingthefuture.org/

  - http://www.discoveryeducation.com/

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CBI FAQ

- Where do I find resources for CBI?

- How can I be an expert in every subject?

  - You don't have to be – but you may need to "bump up" your knowledge before teaching a CBI unit.

  - Consider collaborating with colleagues in other departments to develop and/or team teach a unit.

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  - Consider the language requirements of the "Fuel our Future Now" example.

The Why and How of EIL

Brad Horn
HornBM@state.gov
0312-457-7331
http://turkey.usembassy.gov/